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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: the relationships between reading achievement and such factors as dependency, attitude toward reading, mastery of word attack skills, reaction time on selected psycholinguistic variables, sex, socioeconomic status, intelligence, masculinity and femininity preferences, moral judgment, self-concept and visual imaging; intrasensory integration and memory abilities in average and disabled readers; the relationship between central auditory abilities and decoding in reading; oral language and oral reading development of first-grade children; word consciousness in high and low achievers; the relationship of oral language to reading achievement, word knowledge, and language skills; a semantic model of reading difficulty; relationships between reading achievement and certain sociocultural characteristics of black children; effects of different rates of recorded speech on adult remedial readers' listening comprehension; children's word boundary recognition ability; and phonological awareness and reading acquisition in first-grade children. (GW)

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PHONOLOGICAL AWARENESS AND READING ACQUISITION IN FIRST GRADE CHILDREN

DEPENDENCY AND THE DEFICIENT READER
Order No. 7808059

ALLEM, Thelma Johnstone, Ed.D. Boston University School of Education, 1977. 112pp. Major Professor: Pamela Cantor

This study investigated differences between the deficient and non-deficient reader in (1) emotional involvement with the mother, (2) early traumatic experiences, (3) dependency, (4) maternal attitudes toward child rearing, and (5) ordinal position. The subjects were white, middle class boys and girls in the fifth grade from five elementary schools in suburban settings. 63 Students comprised the study sample. Subjects were administered the Family Relations Test and the Institute for Child Study Security Test. The Parental Attitude Research Instrument and a child history questionnaire were completed by mothers.

It was hypothesized that the less secure child would show more emotional involvement with the mother figure and that these students would prove to be the deficient readers. Statistical procedures included a t-test and chi-square for significance and a stepwise regression analysis to ascertain the influential dynamics of the factors of sex, ordinal position, early traumata, maternal attitudes of child rearing, child security, and reciprocal feelings between mother and child as these factors relate to the current reading status of the child.

Child security and maternal attitudes were found to be significantly related to reading deficiency ($p < .001$). The implications of these results lean heavily toward a definite relationship between the child's security, maternal attitudes, and the dependent variable of reading status.

INTRASENSORY INTEGRATION AND MEMORY ABILITIES AMONG SUBGROUPS OF AVERAGE AND SEVERELY DISABLED READERS
Order No. 7805490

BAUERMAN, Deborah Nylen, Ed.D. University of Northern Colorado, 1977. 149pp.

Intrasensory integration and memory abilities were investigated in 67 male and female fifth and sixth grade average (18) and severely disabled readers (49). Subjects were classified according to a slightly modified version of the Boder Diagnostic Screening Procedure which distinguishes among average and three types of dyslexic readers: dysphonetic (visile), dyseidetic (audile) and alexic (combined). Results of the intrasensory integration task indicated that average and dyseidetic readers were better able than dysphonetic and alexic readers to match purely temporal information. When order of difficulty among the spatial and temporal tasks was analyzed, dyseidetic readers demonstrated greater difficulty with spatial information whereas dysphonetic and alexic readers demonstrated greater difficulty with temporal information. Memory abilities, as measured by recall in the Overt Condition in a free recall test, were better for average as opposed to the total sample of severely disabled readers. Elaborative rehearsal strategies as opposed to non-elaborative rehearsal strategies (sheer repetition) were found to discriminate between average and each of the three subgroups of severely disabled readers. The organizational ability represented in elaborative rehearsal strategies was the hypothesized mechanism responsible for effective temporal matching ability, long-term memory and improved recall which are psychological processes basic to reading.

THE RELATIONSHIP BETWEEN CENTRAL AUDITORY ABILITIES AND DECODING IN READING Order No. 7805380

BEAL, Brenda Ulrich, Ph.D. Arizona State University, 1977. 82pp.

Review of the research literature suggested that current measures of central auditory abilities do not usually provide the classroom teacher with practical information for use in instructional planning. The relationship between central auditory abilities and decoding in reading was investigated with this notion in mind.

The Lindamood Auditory Conceptualization Test (LAC) and the Sound Blending subtest (SB) of the Illinois Test of Psycholinguistic Abilities were used in assessing each subject's auditory abilities. Four subtests of the Silent Reading Diagnostic Test, a group measure, evaluated decoding in reading skills. The four subtests were Words in Isolation (subtest 1), Beginning Sounds (subtest 6), Ending Sounds (subtest 7) and Vowel and Consonant Sounds (subtest 8). These measures were administered to thirty-five second grade students in the Loma Linda School of the Creighton School District 14, Phoenix, Arizona.

The students' raw performance scores of the Lindamood Auditory Conceptualization Test (LAC) and the Sound Blending subtest (SB) were statistically correlated, in combination and separately, with the four subtests of the Silent Reading Diagnostic Test (SRDT).

Results of the study indicated that there was a statistically significant relationship at the .05 level of significance for five of the fifteen product-moment correlation comparisons.

From this limited sample it appeared that the Lindamood Auditory Conceptualization Test (LAC) was a better indicator of effective functioning of central auditory abilities in attaining competence in decoding in reading. Scores on the Sound Blending subtest (SB) did not seem to be significantly related to competence on any of the decoding subtests of the Silent Reading Diagnostic Test (SRDT). The data appeared to support the notion that beneficial information may be provided by the LAC and SB which the classroom teacher would find practical in planning appropriate and effective instruction in decoding in reading.

THE DEVELOPMENT OF ORAL LANGUAGE AND BEGINNING READING OF EIGHTEEN FIRST GRADE CHILDREN
Order No. 7805423

CHAMBERS, Brenda S., Ph.D. The Ohio State University, 1977. 194pp. Adviser: Professor Martha L. King

The purpose of the study was to examine the oral language and oral reading development of a selected group of first graders during a school year and to discover what, if any, relationship there was between these two communication systems. The assumption was that since language development is an ongoing process, continued refinement of syntactical structures and semantic growth would have an effect on children learning to read.

The subjects (N = 18) were first graders who attended kindergarten in the same school and were selected from the results of the Metropolitan Readiness Test which had been administered during the last month of kindergarten. Those children who received a stanine of nine were labeled as high readiness (N = 9) and those who received stanine scores of four through seven were labeled as low readiness (N = 9).

The children were interviewed three times during the school year: the second week in September; the second week in January; and the second week in May. Narrative language samples from a wordless picture book and expository language samples were elicited at each testing time. The concepts of print test and the Linguistic Structures Repetition Test were administered in September and May. Oral reading from unfamiliar material was obtained when the children were able to read so that the range of reading protocols per child was from zero to three.

All interviews were tape recorded and transcribed for analysis. The narrative and expository language protocols

were analyzed by Hunt's T-unit analysis. The linguistic repetition test and the concepts of print test were analyzed according to the test directions. The oral reading samples were analyzed through the miscue reading analysis inventory.

Quantitative data, based on raw scores of the individuals, means of group scores, and individual profile charts were assembled to determine whether there were patterns of development between the oral language and oral reading performance of the children. Nonparametric procedures were also used to determine the difference between the high and low readiness groups in regard to the five measures studied. Five children were then selected to study in depth and written as five mini case reports.

The findings indicated that the Linguistic Structures Repetition Test appears to be an indicator of children's control over their language and might be considered as a diagnostic tool for the teacher to learn about children's language ability. The children who were able to repeat the structures made "better" oral reading miscues than those children having a lesser control of language. Those children having high scores in oral language made reading miscues that were grammatically and semantically acceptable which resulted in a better comprehending score.

WORD CONSCIOUSNESS IN HIGH AND LOW ACHIEVERS IN READING IN THE PRIMARY GRADES

CHAPARRO, Jacqueline Louise, Ed.D. University of Southern California, 1977. Chairperson: Professor Margaret Smart

Problem. The problem was to ascertain if there were differences in word consciousness level between high and low achieving primary students. Recent studies have indicated a relationship exists between students' word consciousness level and reading ability. Other studies have suggested a relationship between metalinguistic competence, as measured by word consciousness level, and Piaget's theory of cognitive development.

The major hypothesis was: The Level of word consciousness of high achieving primary students will not differ from the level of word consciousness of low achieving students. Eleven other null hypotheses were tested to determine if there were significant differences in word consciousness level at each grade level, if sex was a significant variable, and if there were significant differences due to the interaction of these variables.

Procedure. Primary students from one school district representing various socioeconomic and ethnic populations were studied. Subjects were grouped as high or low achievers by their October, 1976 reading scores on the Comprehensive Test of Basic Skills. A 2x2 factorial design was used. Sex and reading achievement were the classifactory variables. Word consciousness level was the dependent variable. Word consciousness level was measured by the Word Consciousness Instrument (WCI) developed for this investigation.

Findings. Analysis of the data revealed (1) Word consciousness level of high achieving primary students was significantly higher ($p < .05$) than that of low achieving students. (2) Level of word consciousness of high achieving first grade students was significantly higher ($p < .05$) than that of low achieving first grade students. (3) There were no significant differences in word consciousness level between high and low achievers at the other grade levels. (4) There were no significant sex differences in word consciousness level at any grade levels. (5) There were no significant interaction effects between reading achievement, sex and word consciousness at any grade levels.

Conclusions. The findings suggest: (1) Primary students experiencing success in learning to read exhibit a higher degree of word consciousness than do less successful primary students. (2) Beginning readers' word consciousness level appears to have an impact on reading achievement. (3) Word consciousness level has a less significant relationship to reading achievement at the upper primary levels. (4) Greater variability exists in word consciousness level awareness between low achievers than between high achievers at first grade than in the later grades. (5) The greatest variability in level of word awareness tends to coincide with Piaget's period of transition from the pre-operational to the concrete operational stage of cognitive development. (6) Sex appears not to be significant in the development of word consciousness. (7) There do not appear to be significant interaction effects between sex, reading achievement, and word consciousness among primary students.

Recommendations. The findings and conclusions of this study suggest the following: (1) If level of word consciousness is significantly different for high and low achievers in the first grade, then assessing prereaders for this ability might result in more appropriate language activities during this period. (2) The predictive value of the WCI should be investigated as a possible reading readiness tool. (3) Validity studies are needed to determine the construct validity of word awareness tasks as measures of linguistic competence. (4) Further studies are needed to investigate the relationship between word awareness, reading achievement, and stages of cognitive development. (5) If no significant differences exist in word consciousness levels between high and low achievers at the upper primary levels, word consciousness may be strictly developmental. This relationship needs further investigation on a broader population.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, Ca. 90007.)

A STUDY TO DETERMINE THE CORRELATION BETWEEN STUDENT ATTITUDE TOWARD READING AND READING ACHIEVEMENT OF BOYS AND GIRLS AT VARIOUS GRADE LEVELS IN URBAN, SUBURBAN, AND RURAL SCHOOL SETTINGS

Order No. 7806433

COMBS, Yondal Ray, Ed.D. Ball State University, 1977. 239pp.

The purpose of this study was to determine the significance of the correlation between reading achievement and attitude toward reading. This relationship was further analyzed by comparing correlations utilizing the following variables: sex, grade level, and socioeconomic settings.

The following information was available for each subject in the study: 1. Sex, 2. A reading achievement score, 3. A reading attitude score.

The population of this study consisted of five hundred fifty-three (553) students in grades four, five, and six from the Dayton City Schools, Kettering City Schools, and Wolfe County Schools. The students were all members of heterogeneously-grouped self-contained classrooms. All students completed the California Reading Achievement Test, Level 3, Form A and the Estes Attitude Scales: Elementary Form A, and ninety (90) of these students were interviewed utilizing the Reading Attitude Interview.

The California Reading Achievement Test, Level 3, Form A, contained two sections, the first section contained forty (40) vocabulary questions and the second section contained forty-two (42) comprehension questions. Both sections were answered by utilizing one of the four (4) multiple choice answers provided for each question.

The Estes Attitude Scales: Elementary Form consisted of three sections: mathematics, reading, and science. Each section contained fourteen Likert rated questions. All three sections were administered but only the reading section was scored.

The five (5) students at each grade level in each socioeconomic school setting achieving the highest five (5) pairs of scores on the reading achievement test and reading attitude scale (accounting for forty-five (45) students) were administered the Reading Attitude Interview. The same procedure was followed for the five (5) students at each grade level in each socioeconomic school setting who achieved the lowest five pairs of scores on the reading achievement test and the reading attitude scale (accounting for forty-five (45) students). The aforementioned procedures accounted for an interview population of ninety (90) students. The interview instrument was

devised and field tested by the investigator to analyze various possible influences on the student's attitude toward reading.

Statistical processing of the data was conducted by calculating Pearson Product-Moment correlations for null hypotheses one, two, and three. Hypotheses four through twelve were statistically treated by computing Pearson Product-Moment correlations, Fisher Z-transformations, and two-tailed t-test values.

Twelve major null hypotheses were tested at the .05 level of confidence to determine the relationship between reading achievement and attitude toward reading and also the influences exerted by the variables of sex, grade level, and socioeconomic setting.

It appears from this study that reading achievement and attitude toward reading are correlated significantly. The degree of significance varied somewhat but the male students generally produced higher correlations than their female counterparts.

Only one instance indicated a significant difference between correlations due to the sex variable. The fifth-grade rural male students produced significantly higher correlations than their female counterparts.

One instance indicated a significant difference between correlations due to the variable of grade level. The fifth-grade students in a rural school setting produced significantly higher correlations than their sixth grade counterparts.

Two instances of significant differences between correlations due to the variable of socioeconomic school setting occurred. In both instances, the sixth-grade students of rural and urban school settings produced significantly higher correlations than the sixth-grade students in a suburban school setting.

Information from the Reading Attitude Interview revealed that the mother in the home appeared to be the greatest single influence on reading attitude, followed closely by the student's school environment and finally by the influence exerted by the student's peers.

PROCEDURE

The Oral P/S Language Inventory was individually administered to students in the junior high school with a balanced racial population as determined by the East Baton Rouge Parish School Administration. The Oral P/S Language Inventory was administered by the researcher to each eighth grade student according to the directions provided with the test and was given in the selected school the last week of April and the first week of May of 1977. Raw scores of the paradigmatic responses were collected for data.

Raw scores on the MAT sub-tests were taken from computer data sheets provided by the parish school system. The MAT had been given to the sample population as part of a parish-wide testing program in April, 1977.

Data were collected and correlated by race and sex among eighth grade students. The Pearson product-moment method was used to calculate the correlation coefficients between the paradigmatic responses on the Oral P/S Language Inventory and the raw scores of the MAT sub-tests in Reading, Word Knowledge, and Language, and then submitted to tests of significance at the .05 level of confidence by using z-scores.

FINDINGS

In testing the null hypotheses of this study, fifteen were accepted and nine were rejected. There was a significant correlation between the raw scores on the Oral P/S Language Inventory and the MAT sub-tests raw scores in Reading, Word Knowledge, and Language for the sub-groups of black male students, black female students, male students, female students, and black students. There was no significant correlation between the raw scores on the Oral P/S Language Inventory and the MAT sub-test raw scores in Reading, Word Knowledge, and Language for the sub-groups of white male students, white female students, and white students.

CONCLUSION

In light of the above findings and within the limitations stated, it was concluded that paradigmatic responses on the Oral P/S Language Inventory were significantly related to scores of the MAT sub-tests in Reading, Word Knowledge, and Language for some sub-groups. There was no significant relationship for some sub-groups.

AN EVALUATION OF THE ORAL PARADIGMATIC/SYNTAGMATIC LANGUAGE INVENTORY IN TERMS OF CERTAIN PHASES OF THE METROPOLITAN ACHIEVEMENT TESTS

Order No. 7807542

CROMWELL, Sue Anderson, Ed.D. The Louisiana State University and Agricultural and Mechanical College, 1977. 85pp. Supervisor: Professor Eric L. Thurston

SUMMARY

This study investigated oral language to determine its relationship to factors of achievement in reading, word knowledge, and language. The results were analyzed by sex and race.

THE PROBLEM

The purpose of the study was to determine the degree of relationship that existed between the Metropolitan Achievement Tests, Advanced Battery, Form G, sub-test scores in Reading, Word Knowledge, and Language and the paradigmatic responses on the Oral Paradigmatic/Syntagmatic Language Inventory among eighth grade students. Null hypotheses were tested for a significant correlation between the raw scores on the Oral P/S Language Inventory and the MAT sub-test raw scores in Reading, Word Knowledge, and Language.

DELIMITATIONS OF THE STUDY

This study was limited to the eighth grade students in Westdale Junior High School in East Baton Rouge Parish, Louisiana. The subjects were those who were in attendance in the assigned classes on the days of testing.

Measuring devices were the Oral P/S Language Inventory and the Metropolitan Achievement Tests, Advanced Battery, Form G. The Oral P/S Language Inventory was an individually administered instrument which was composed of 30 stimulus-words. The Metropolitan Achievement Tests, Advanced Battery, Form G was a standardized achievement test normed for use at the eighth grade level.

The statistical device used was the Pearson product-moment method to calculate the correlation coefficients between the Oral P/S Language Inventory scores and the sub-test scores from the MAT. To determine the level of significance, z-scores were used.

A STUDY OF THE RELATIONSHIP BETWEEN DEPENDENCY AND READING ACHIEVEMENT

Order No. 7803824

DANIELS, Susan Jo, Ph.D. Ball State University, 1977. 125pp. Chairman: Dr. Joan Williams

The purpose of this study was to determine the relationship between dependency and reading achievement.

Dependency was defined as a form of social behavior which is exhibited when a student often seeks help, recognition, attention, proximity, physical contact, approval, and reassurance. Reading achievement was defined as a measure of a child's ability to decode and to comprehend written material and to use the knowledge of these two reading components in new situations with new reading material.

Subjects were 145 fifth graders from the Muncie Community Schools, Muncie, Indiana. Their level of dependency was measured by the oral administration of two student questionnaires: the "Dependence Proneness Scale" and the "Children's Dependency Scale" and by ratings from their teachers. Dependency scores were correlated with their reading achievement scores on the Iowa Tests of Basic Skills. The statistical technique employed to test the six null hypotheses was the Pearson Product Moment Correlation.

The hypotheses not only provided for the testing of the relationship between dependency and reading achievement but also the validity of the three scales. Moreover, since sex was determined as an intervening variable, the hypotheses were analyzed separately for girls and boys.

Several conclusions were formulated based on the study: 1. The "Children's Dependency Scale" is a more valid scale to measure dependency than the "Dependence Proneness Scale." 2. Girls show a slight tendency to rate themselves as more dependent than boys; however, teachers tend to rate boys and girls equally regarding their dependency levels. 3. Girls who are dependent show a tendency to be poorer readers. 4. Child-rearing practices for girls need to be examined since the independent girl tended to be more successful in reading. 5. Boys who are dependent do not show a tendency to be poorer readers. 6. Assessment of the personality construct of dependency is very difficult, since rejection of several null hypotheses raised questions concerning the validity of some of the scales utilized. 7. Teachers should become more aware of the concept of dependency since the dependent child has a different style of learning than the independent one.

THE RELATIONSHIP BETWEEN MASTERY OF SELECTED WORD ATTACK SKILLS AND READING PERFORMANCE

Order No. 7727732

DEMOS, Elene S., Ph.D. The University of Wisconsin-Madison, 1977. 108pp. Supervisor: Professor Wayne Otto

The major purposes of the study were to determine the relationship between mastery of a number of selected Wisconsin Design for Reading Skill Development (Design) word attack skills, general reading achievement, and functional word attack ability; and to investigate which of the selected skills were essential to, supportive of, or non-essential to general reading achievement. During the implementation of the study, several factors which warranted further examination were identified. Thus, the study's secondary purposes were to examine implementation and testing strategies of two schools using the Design and to examine the difference in the number of attempts to attain mastery of the selected skills and the subjects' performance in decoding synthetic words relative to the attempt they mastered the skill.

Sixty-four students, thirty-two from each of grades three and four, were administered the Gates-MacGinitie Reading Tests, two word lists, and the selected Design tests. Individual Performance Profiles were used to determine which Design tests to administer, number of attempts required to attain skill mastery, and total number of tests administered.

The same number of students was selected from another school district (School B) and their Individual Performance Profiles were used to determine if implementation and testing strategies differed between Design schools.

Bivariate correlational analysis revealed there was a significant ($p < .0001$) postive relationship between mastering skills, general reading achievement, and functional word attack ability. An adapted classification scheme identified diphthongs as essential (mastered by 75% of good readers and less than 25% of poor readers); consonant blends, short vowels, consonant digraphs, base word endings as supportive (skills mastered by 90% of good readers and 50% or more of poor readers); and identified no non-essential skills (not mastered by 75% of good readers). Point biserial correlations then revealed that no single skill related strongly to general reading achievement. A t-test indicated significant differences in the mean number of tests administered in two schools using the Design, illustrating different implementation and testing strategies. Descriptive statistics indicated great differences in the number of attempts to attain mastery of the selected skills and little consistency between the attempt at which mastery of the selected skills was achieved and subjects' performance decoding synthetic words.

A SEMANTIC MODEL OF READING DIFFICULTY

Order No. 7808781

DUNBAR, Charles Ryan, Ph.D. Stanford University, 1978. 149pp.

The Problem

Style variations in reading material either facilitate or hinder school children's ability to comprehend what they have read. This study claims semantic factors in the style variations predict reading difficulty as well or better than traditional measures of difficulty, which are primarily syntactic in nature.

The three major components of reading difficulty are acknowledged to be 1.) reader, 2.) task, and 3.) stimulus factors. The stimulus component is the reading material itself. This component may further be refined to include format, organization, style and content. Of the four sub-components, style has been the focus of most studies, including this one. Traditional style features, such as word count or polysyllabic word percentage, are frequently employed in readability formulas.

Instead of employing traditional measures, a new system of semantic measures is used to predict the difficulty of the reading material. The formal structure behind the semantic measures is called Set Theoretic Semantics (STS). An STS semantic characterization of the style variations consists of breaking down the reading material into grammatical parts, much like diagramming or parsing of sentences. The grammar is very similar in spirit to a context-free grammar in the Chomskian tradition. However, associated with each grammar rule is one or more semantic functions. The arguments to these functions are the concept sets behind the actual elements in the rule. A simple example is the rule

Noun phrase → adjective + noun

which states that a noun phrase may consist of an adjective followed by a noun, e.g., red ball. The semantics associated with this rule is the set operation INTERSECT. The idea is that the concept set of red-ness is intersected with the concept set of ball-ness.

Methodology

A Set Theoretic Semantics model is applied to two reading tests, the Comprehensive Test of Basic Skills (CTBS), form Q1 and the California Achievement Test (CAT), form 2A. Twenty salient semantic functions are identified and used as predictor variables in a multiple regression. The dependent variable is item performance by a nationwide sample of students.

Reading researchers have previously anticipated that only one-third of the variation in reading performance could be explained by style features. Although the STS model results could have been compared only against this standard, a comparison against results from traditional syntactic analysis is necessary as a second standard. A comprehensive traditional approach, using 23 salient predictors (e.g., number of subordinate clauses), called Comprehension Facet Analysis (CFA) is the competing model.

Two STS and CFA sub-models, based on speculation about how readers process syntactic and semantic features, are offered. These have additive and multiplicative combinations of effects as mathematical representation.

Results

The STS semantic explanation does well when compared to both standards. First, it exceeds anticipated predictive power by accounting for 68 to 72 percent of the performance variation, depending on test and mathematical representation.

Second, STS does slightly better than the syntactic CFA analysis, where variation-accounted-for ranges from 61 to 67 percent. More STS predictors are found to make a difference in performance.

No preference in either model is seen between additive or multiplicative combination of effects, although the multiplicative versions make more sense theoretically. Both models, STS and CFA, do extremely well. This result is due in great part to the fact that the ratio of items to predictors is quite low. Good prediction can be expected under this circumstance, and a further analysis with a much larger item pool would be more definitive.

Conclusions

The semantic composition of the style features in reading material is shown to be as important as the traditional viewpoint, which capitalizes on syntactic constructs. The traditional method uses an individual word difficulty predictor not used in STS. Even with this handicap, STS has done as well or better, implying semantic considerations should probably no longer be overlooked in characterizing reading difficulty. Specifically, readability formulas should be rewritten to include semantic information, although the study recommends that STS is too cumbersome for this application.

A STUDY OF DIFFERENCES WITHIN ETHNIC BACKGROUND: RELATIONSHIPS BETWEEN READING ACHIEVEMENT AND CERTAIN SOCIOCULTURAL CHARACTERISTICS OF BLACK CHILDREN
Order No. 7802567

FLOWERS, Doris Evelyn, Ph.D. University of Minnesota, 1977. 231pp.

The relationships between five socio-cultural characteristics and reading achievement of 52 black elementary school children were examined in a categorical-comparison, correlational study. Children were selected from three schools that were chosen on the basis of ethnic composition.

The methodology was adapted from that used by Mercer in a study of socio-cultural influences on intellectual ability, with the major consideration of Mercer's research having been the identification of five important, quantifiable socio-cultural factors: (a) family size, (b) mother's expectation for her child, (c) marital status of the head-of-household, (d) home ownership, and (e) occupational status of the head-of-household. The factors were assessed by interview with the mother of each individual included in the study.

Data on standardized reading readiness and achievement tests were obtained from student records across four reading levels, i.e., readiness through third grade. An analysis of variance was carried out for each of the four measures. Main effects for socio-cultural factors and their interactions were examined. The test for main and interaction effects revealed significant differences for two factors at the third-grade level. Because of trends toward significant effects associated with several variables, a method for partialling out the variance associated with variables singularly and in combination, was used for further analysis. This analysis revealed that the mother's expectation factor explained the greatest proportion of variation in Y across all reading levels; though, examination of the analysis suggests that home ownership and occupational status of the head-of-household also explained sizable proportions of variance in Y. The family size factor explained a small proportion of the variance, while marital status of the head-of-household explained almost none.

The findings also indicated that there are differences in mean test scores for the modal and non-modal groups, with mostly indeterminate scores being attributed to the non-modal group.

Though caution must be observed in making policy recommendations based on such findings, the findings do support efforts to identify variables that may increase the proportion of variability in black children's achievement that can be explained.

THE RELATIONSHIP OF READING ACHIEVEMENT TO REACTION TIME OF COLLEGE STUDENTS ON SELECTED PSYCHOLINGUISTIC VARIABLES Order No. 7805079

GREENE, Beth Gail, Ph.D. New York University, 1977. 124pp. Chairman: Professor Josephine P. Ives

Current models and formulations of reading include a strong linguistic component. In addition, reading is thought of, in the context of cognitive psychology, as an information-processing task. In the present study, selected aspects of reading behavior were examined using theoretical linguistic constructs and information-processing methodology. Specifically, this study addressed the question: What are the relations between reading achievement and reaction time on selected psycholinguistic variables?

One hundred college students, ranging from 17 to 25 years of age, served as paid participants for this study. Participants completed the Iowa Test of Silent Reading, Level 3, a group test of reading comprehension. The score achieved on this test provided a measure of reading achievement which served as one major variable in this study. Each participant then undertook a series of three psycholinguistic tasks. For this phase of the study, participants were seated in individual booths facing a cathode ray (CRT) display screen and a response box with two buttons. The experimental tasks required participants to press appropriately labeled response buttons as directed for each psycholinguistic task. All instructions for the tasks were displayed on the CRT screen. In addition, all experimental materials were presented on the CRT screen. Each task was self-paced. An IBM 1800 computer was programmed to present the experimental materials and to record each participant's responses and reaction times for making the responses. Mean reaction times for each category of psycholinguistic variables served as dependent measures.

Four hypotheses were formulated to examine the relations between reading achievement and reaction time on four selected psycholinguistic variables. Each hypothesis was tested with a zero-order correlation. The level of significance was set at .05.

Hypothesis 1 stated that reading achievement of college students will not be related to mean reaction time in classifying words and nonwords. A correlation of -.12 was obtained. An r of -.12 is not significant. Thus, Hypothesis 1 is confirmed. There is no significant relationship between reading achievement and reaction time in a word and nonword classification task.

Hypothesis 2a stated that reading achievement of college students will be negatively related to reaction time in identifying syntactic variants of sentences. A correlation of -.25 was obtained. An r of -.25 is significant at the .05 level. Thus, Hypothesis 2a is confirmed. This result can be interpreted to mean that as reading achievement increases, the reaction time to syntactic variants decreases.

Hypothesis 2b stated that reading achievement of college students will be negatively related to reaction time in identifying lexical variants of sentences. A correlation of -.06 was obtained. An r of -.06 is not significant. Thus, Hypothesis 2b must be rejected. There is no significant relationship between reading achievement and reaction time for lexical variants of sentences.

Hypothesis 3 stated that reading achievement of college students will be negatively related to reaction time in making inferential judgments with respect to sentences. A correlation of -.19 was obtained. A correlation of -.19 is not significant. Hypothesis 3 is rejected. There is no significant relation between reading achievement and reaction time for drawing inferences from sentences. However, the r is sufficiently close to reaching significance that the existence of a relation between reading achievement and reaction time for drawing inferences from sentences cannot be disregarded.

THE RELATIONSHIP OF READING ATTITUDES TO ACHIEVEMENT, SEX, AND SOCIAL CLASS AMONG FIFTH GRADE PUPILS
Order No. 7807896

HALL, Diane Sprawls, Ed.D. The University of Tennessee, 1977. 111pp. Major Professor: J. Estill Alexander

Purpose

The main purpose of this study was to investigate the relationship of children's reading attitudes to social class. A secondary purpose of the study was to investigate the relationship of achievement and sex to reading attitudes and social class.

Procedures

Three hundred fourteen fifth grade pupils from a rural and an urban area in East Tennessee were chosen for the study. The Heathington Attitude Scale was utilized in obtaining positive or negative attitude direction for each subject. This scale was chosen over possible others because of its unique feature--the scale contains items which are representative of children's feelings toward reading rather than items which adults consider important. Social classification was determined by the Hollingshead Two-Factor Index of Social Position which employs a weighted formula against father's occupation and years of schooling to determine social class levels. Achievement levels were determined from the Metropolitan Achievement Test with scores below 5.0 constituting low achievers; scores from 5.0 to 6.0 constituting average achievers; and scores above 6.0 constituting high achievers.

A 3 X 3 X 2 factorial design was employed to analyze the three levels of social class, the three levels of achievement, and the two levels of sex. The dependent variable was reading attitudes. F ratios were computed to determine significant differences between groups. To determine location of interactions, a post hoc procedure (Duncan's New Multiple Range Test) was applied where significant F's appeared.

Results

Question 1 asked if males/females of higher socioeconomic status would have more positive attitudes toward reading than males/females of lower status. High socioeconomic status males and females had more positive attitudes than other groups, followed in order by middle class males, lower class females, then middle class females. Lower class males had the least positive reading attitudes.

Question 2 asked if females of all social classes would have more positive attitudes than males of the same class. Significant differences in attitudes were found only at the lower socioeconomic level. Lower class females had more positive reading attitudes than lower class males.

Question 3 asked if students of all social classes with higher levels of achievement would have more positive attitudes toward reading than students with lower levels of achievement. High achievers had more positive attitudes than middle or low achievers, and middle achievers had more positive attitudes than low achievers.

According to the findings of this study, in general reading attitudes become more positive as socioeconomic status and achievement move from lower to higher levels.

INTERACTION EFFECTS OF LOCUS OF CONTROL, SEX, SOCIOECONOMIC STATUS AND INTELLIGENCE UPON READING SCORES OF SEVENTH AND EIGHTH GRADE STUDENTS
Order No. 7803805

FREEMAN, Peggy Estey, Ph.D. Boston College, 1977. 104pp. Director: Dr. John S. Dacey

A survey of the literature indicated that studies which examined locus of control and academic achievement had inconsistent results. These inconsistencies seemed related to 1.) the use of many locus of control instruments, and 2.) inconsistent use of variables such as sex, socioeconomic status and intelligence. A further finding was that the junior high school population was underrepresented in the locus of control research.

The investigation was designed to determine: 1.) whether differences in reading scores of seventh and eighth grade students were based upon differences in locus of control orientation as determined by a short form of the Nowicki-Strickland Locus of Control Scale for Children. 2.) whether differences in reading scores were based upon differences in levels of socioeconomic status, intelligence test scores and sex interacting with locus of control.

The sample for the investigation consisted of 302 boys and 299 girls drawn from the total population of seventh and eighth grade students at the two junior high schools in a suburban town northwest of Boston Massachusetts. These students had been chosen to participate in an on-going Career Education Program. Class availability was the primary mode of student selection.

Four measures were used to provide data for the study. Before the above program began, students were administered several tests including a short form of the Nowicki-Strickland Locus of Control Scale for Children. The latter test was used for this study. Intelligence quotients from the Otis-Lennon Mental Ability Test were used to measure intelligence. Reading scores from the Metropolitan Achievement Tests represented the dependent variable. These last two tests were administered annually by school personnel to all seventh grade students as part of a regularly scheduled testing program. A combination of four indicators represented the socioeconomic status measure which determined social class differences between the two schools. The schools differed significantly. One represented a distinct lower-middle class and the other a distinct middle class population.

Eight null hypotheses were generated to include the effect of locus of control upon reading scores as well as all possible interactions of the independent variables pertinent to the study.

Data were collected in October, 1975 and 1976. The data were analyzed by an analysis of variance which examined both main effects and interactions among the independent variables. Based upon the results of the analysis of variance findings, the following conclusions were made: 1.) locus of control influenced reading scores. 2.) there were no interaction effects. 3.) locus of control accounted for more of the variance than did socioeconomic status even when intelligence was a variable. 4.) sex was not a significant variable.

General conclusions were made about the use of the short form of the Nowicki-Strickland Locus of Control Scale for Children as a viable alternative to the long form and the need for more refined measurement instruments in interaction studies. Recommendations for future research focussed upon theoretical considerations as well as possible contributions to research in reading curriculum based upon the findings.

THE EFFECTS OF DIFFERENT RATES OF RECORDED SPEECH ON THE LISTENING COMPREHENSION OF ADULT REMEDIAL READERS

Order No. 7806031

ROBERTSON, Eileen Marie Hanley, Ed.D. University of Georgia, 1977. 233pp. Supervisors: L. O'Kelley, Jr. and W. Owen Scott

The purpose of this study was to investigate differences in average (mean levels of listening comprehension of adult remedial readers presented with verbal instructional materials written at a 6.5 reading level and recorded at speech rates of 60, 120, 180, and 240 wpm.

The study sample consisted of 231 adult students enrolled in 34 Communication Skills I classes at seven of Georgia's 29 Area Vocational-Technical schools. All but one school was randomly selected.

The research design was a four by seven (4 x 7) treatments-by-levels design in which there were four speech-rate variables and seven reading-level variables. The vocabulary portion of the California Achievement Test, Form W (1957), was the instrument employed to categorize subjects according to seven grade levels of reading ability: Under-3.0, 3.0-3.9, 4.0-4.9, 5.0-5.9, 6.0-6.9, 7.0-7.9, 8.0-8.9.

Each subject was randomly assigned to listen to one of four speech rates of identical factual material prepared by the researcher about the pricing codes of retail merchants. The reading grade level of the listening selection was 6.5 as measured by the average of three readability formulas--Dale-Chall, Flesch, and Gunning.

Judges and two pilot studies were utilized to verify the three achievement tests constructed to measure Knowledge, Comprehension, and Application according to Bloom's (1969) Taxonomy, with each test containing ten multiple-choice items, or a total of 30 items. While seated in individual carrels, the subjects wore headphones and listened to a continuous tape consisting of the instructions, factual passage, and test items.

There were three types of statistical analysis used to test the data: multivariate analysis of variance (MANOVA), univariate analysis (ANOVA), Scheffé test of multiple comparison. The MANOVA and ANOVA tested at the .05 level of significance and the Scheffé at the .10 level.

On the basis of the data gathered and analyzed from this population, the following conclusions are warranted: (1) There is no optimum speech rate manifested for the subjects as a whole or for subjects segregated according to reading ability. (2) When subjects are presented with recorded verbal instructional material of identical content, there is no indication that the slower expanded rates of 60 and 120 wpm result in significantly greater listening comprehension. (3) Listening comprehension and reading ability appear to be related verbal skills. Listening comprehension tends to vary directly with the level of reading ability. (4) The poorest readers exhibit the poorest listening comprehension; better readers are also the better listeners, as measured by scores on tests of listening comprehension. (5) The listening comprehension of subjects does not seem to be affected when they are presented recorded instructional materials written two reading grade levels below or three grade levels above their own particular reading level.

A COMPARISON OF SCORES OF FIRST-YEAR COLLEGE STUDENTS BETWEEN THE ARROW GROUP TEST AND SELECTED ACADEMIC, READING, AND INTELLECTUAL VARIABLES

Order No. 7802930

RYAN, Douglas Thomas, Ph.D. University of Southern Mississippi, 1977. 133pp.

The purpose of this study was to determine if there is a relationship between comprehending and visualizing the sentence specifics of quantity, direction, and sequence of events in a given sentence by readers of varied reading achievement.

Visual imagery was diminished as an area of psychological inquiry by Watson and his behaviorist followers in the 1900s. Rejuvinated interest by contemporary researchers has shown visual imagery to have value as a learning and memory mediator.

A sample (N = 95) was drawn from two introductory psychology courses (N = 150) which were held during the spring quarter, 1977, at The University of Southern Mississippi (USM). Three tests were administered to the study-subjects: the Otis Quick Scoring Mental Abilities Test (Otis IQ), the Nelson-Denny Reading Test (NDRT), and the specially constructed Arrow Group Test (AGT).

The AGT consists of 25 sentences with 25 matching sets of arrow groups which symbolically represent the sentence theme(s) including quantity, direction, and sequence of events. In addition to the tests administered, part of the study-subjects' (N = 79) American College Test (ACT) scores were made available by the students and acquired from the University of Southern Mississippi Admissions' Office. These scores were used as the variables in the regression predictor equation.

Because the Arrow Group Test was a new instrument, a pilot study was instituted to verify directions for administration of the AGT and sentence wording and, also, to determine the most effective slide exposure time of the arrow groups. This small study was done at the USM Reading Center. Subjects (N = 19) were volunteers from junior-level reading classes, which were being held during the Fall Quarter of 1976.

Hypotheses generated in the study proper purported to find a significant relationship between the independent variables of intelligence (Otis IQ), reading achievement (NDRTO, general academic achievement (ACT), sex, and the criterion variable, AGT.

The data were analyzed by a posited stepwise regression equation that would reveal the relative amounts of accountable variance contributed to the equation by the independent predictor variables with the AGT as criterion variable.

Intelligence (Otis IQ, R = .41) in the full regression model was revealed as the best predictor variable of the AGT under the circumstances of the study. English--ACT (R = .42), NDRT (R = .47), sex (R = .49), natural science--ACT (R = .53), and mathematics--ACT (R = .52) were the remaining predictors as they added significant variance to the AGT. The simple relationships existing between the AGT and reading (NDRT) were vocabulary (r = .331), comprehension (r = .299), rate (r = .009), and total (r = .353).

A STUDY OF THE RELATIONSHIP AMONG MORAL JUDGMENT, SELF-CONCEPT, AND READING ACHIEVEMENT OF FIFTH-GRADE STUDENTS

Order No. 7802534

SINGH, Balwant, Ph.D. University of Southern Mississippi, 1977. 176pp.

Purpose of the Study

The purpose of this study was to examine possible relationships among moral judgment, self-concept, and reading achievement of randomly selected fifth-grade students in the state of Mississippi.

Procedure

Eighty-one students were chosen at random from the total fifth-grade population of Poplarville Upper Elementary School, Poplarville, Mississippi. The Piaget's Moral Judgment Dilemmas Test was administered to identify students of high and low moral judgment. Twenty were classified as high moral judgment students, twenty were classified as low moral judgment students, and the rest of the students were classified between high and low moral judgment. Later, the Coopersmith Self-Esteem Inventory and the California Achievement Test were administered to these forty subjects (twenty high moral judgment students and twenty low moral judgment students) to measure their self-concept scores and reading achievement scores. All the test scores achieved from the Piaget's Moral Judgment Dilemmas Test, California Achievement Test, and Coopersmith Self-Esteem Inventory were subsequently grouped for analysis purposes. To compute the data, the packaged statistics program Statistical Package for Social Sciences (SPSS) was used. Two statistical models (t test and Pearson Product moment correlation) were employed to analyze the data. To find the best predictor for reading grade equivalency, a stepwise multiple regression was run. The .05 level of probability was used to establish a significant relationship.

Results

The data presented in this study indicate the following results: (1) There is a significant and positive relationship ($r = .58$, $t = 4.43$, $p < .01$) between moral judgment test scores and reading achievement scores of the subjects. (2) There is a significant and positive relationship ($r = .34$, $p < .05$) between self-concept scores and reading achievement scores of the subjects. (3) There is a significant and positive relationship ($r = .58$, $t = 4.76$, $p < .01$) between moral judgment and self-concept of the subjects. (4) There is a significant and positive relationship ($r = .64$, $p < .01$) between moral judgment scores and IQ scores of the subjects.

Conclusions

The major conclusions are as follows: (1) A significant and positive relationship between moral judgment and reading grade equivalency was established. Therefore, it can be concluded that teachers, parents, administrators, and others who are intimately connected with children might find that programs aimed at developing moral judgment will also improve reading ability. (2) A significant and positive correlation between reading grade equivalency and self-concept of the subjects was found. Therefore, it can be concluded that teachers, parents, administrators, and others can work together to improve the child's self-concept, which in turn can have positive implications for academic performance of the subjects (specifically in reading area). (3) A significant and positive relationship was found between the self-concept and moral judgment of the subjects. And moral judgment is the best predictor of reading grade equivalency, also. Therefore, it can be concluded that teachers, parents, administrators, and others can work on the moral judgment of children to improve their self-concept and academic achievement. Subsequently, the child with high moral judgment can achieve high scores on self-concept and in reading.

THE DIFFERENCE BETWEEN CHILDREN'S MASCULINITY AND FEMININITY PREFERENCES AND THEIR BEGINNING READING ACHIEVEMENT

Order No. 7803373

STROCK, Gerald Eugene, D.Ed. The Pennsylvania State University, 1977. 138pp.

Problem

The problem was an investigation of the following questions: 1. Is there any difference between a student's masculinity or femininity preferences and his total reading achievement score at the end of first grade? 2. Is there any difference in the sex role preference of students when both parents' scores indicate feminine preference? 3. Is there any difference in the sex role preference of students when both parents' scores indicate masculine preferences? 4. Is there any difference in the sex role preference of students when the father's score indicates masculine preferences and the mother's score indicate feminine preferences?

Procedure

The data were obtained from brothers and sisters in grades two and three of the ( ) Area School District and their parents. The data consisted of the children's beginning reading achievement as measured at the end of first grade; An It Scale For Children score for each child; and a Gough score for each parent. The children had been administered the reading achievement test by the classroom teachers. The It Scale For Children was administered to each child by the researcher, and the Gough results for each parent were obtained from a questionnaire that had been mailed to the parents and then returned to the researcher.

Findings

All data requiring statistical analyses were tested at the .05 level to determine if there was a significant difference. The "t" test was used. The following findings are a result of the analysis of the data: 1. A significant difference was found between the reading scores of the children who scored feminine on the It Scale For Children and the reading scores of the children who scored masculine on the It Scale For Children. The tests appear to indicate that when examining a child's reading achievement, more importance can be placed on the masculine or feminine preference of each child rather than on the sex of the child. 2. No significant difference was found between the It scores of the children whose parents both scored feminine on the Gough scale and the It scores of the children who parents did not both score feminine on the Gough scale. This finding indicates that both parents being feminine had little, if any, influence on the sex preferences of their children. 3. The effects on the child's masculinity or femininity scores when both parents were masculine was not testable because there were no occurrences of both parents scoring masculine. 4. No significant difference was found between the It scores of the children whose fathers scored masculine on the Gough scale and whose mothers scored feminine, and the It scores of the children whose parents did not score fathers' masculine and mothers' feminine on the Gough scale.

This finding indicates that the father being masculine and the mother being feminine leaves little if any influence on the sex preference of their children. This would appear to indicate that there are other factors that influence the child in shaping his sex preference behavior. Some of these other factors may include peers, sibling influence, and other environmental conditions.

CHILDREN'S WORD BOUNDARY RECOGNITION ABILITY: METHODOLOGICAL CONSIDERATIONS Order No. 7804550

WARREN, Barry, Ph.D. State University of New York at Albany, 1977. 141pp.

The purpose of the present study was to investigate the development of the child's ability to recognize word boundaries in both speech and print, and to relate this ability to measures of reading achievement.

The results of recent attempts to investigate the development of word boundary recognition ability in young children have been equivocal at best and often difficult to interpret. Discrepant findings have also been reported in attempts to relate this ability to reading achievement. The most apparent reason for this confusion is that a variety of methodological procedures have been employed.

A total of ninety (90) children were studied, thirty (30) each from Kindergarten, First and Second grades. Each child was evaluated on six different word boundary tasks, three each within the modalities of speech and print. In addition, reading achievement or reading readiness scores were obtained both at the beginning and end of the school year.

Questions were investigated as to the degree of agreement among the various word boundary tasks and the internal consistency of each task. The relationship between word boundary tasks and reading ability was also considered as was the ability of these tasks to predict future reading achievement. In addition, the developmental sequence of this ability and whether it is the same for each task was investigated.

Questions of reliability were analyzed within matrices of correlation coefficients. A multiple regression model was used to consider questions related to incremental and predictive validity. An analysis of variance and trend analysis were performed to investigate the development of word boundary recognition ability across grade levels.

Results indicate that, given the fragile nature of the six tasks sampled, all except one are adequately internally consistent. Although these tasks are related and appear to measure some facet of the same ability, the tasks are not interchangeable. The relationships among the various tasks are differentially influenced by the particular grade level so that word boundary studies would best not generalize across tasks nor over different grade levels.

The various word boundary tasks were differentially related to reading achievement with a specific combination of tasks at a given grade significantly predicting end of year reading achievement. Certain word boundary tasks provide unique information beyond a previous reading achievement score in predicting end of year reading achievement. Such findings further emphasize the lack of comparability among the tasks.

The child's ability to recognize word boundaries improves in a linear fashion across grade level. The child initially develops an understanding of word boundaries in speech and by first grade begins to understand this concept in print. By second grade the ability is well developed in both modalities. However, the rate of development is specific to the particular task employed.

Various educational implications of this study were discussed. Specifically, it is premature for word boundary tasks to be introduced into school curricula or to be used as a measure of assessing reading skills. Previous investigators have devised word boundary tasks without appropriate methodological considerations. The present study has provided this necessary information with specific suggestions for further research.

PHONOLOGICAL AWARENESS AND READING ACQUISITION IN FIRST GRADE CHILDREN Order No. 7806158

ZIFCAK, Michael, Ph.D. The University of Connecticut, 1978. 96pp.

A basic problem in reading research is to explain why some children who have the ability to speak and understand English are unable to read and write the language. Some researchers have proposed that linguistic awareness may be an essential precursor to successful reading performance (Liberman, 1973; Liberman et al., 1977; Mattingly, 1972; Read, 1971; Shankweiler & Liberman, 1976). Linguistic awareness involves learning about the language. The present study focused on the idea that the young child must possess some explicit systematic understanding of the phonology of his language before he can be expected to become a successful reader. The study examined the relationships among three independent measures of the first grade child's phonological awareness, (1) his method of nasal representation in his invented spellings, (2) his ability to segment words into phonemes, and (3) his phonological elision ability, and how well each measure predicts success in learning to read when the child's intelligence, socio-economic status, chronological age, and sex are controlled.

Procedures

Participants were 42 first grade children attending a metropolitan Providence public elementary school. The subjects represented a cross-section of the social, cultural, racial, economic, and geographic backgrounds of the people residing in Central Rhode Island. The subjects' chronological ages ranged from 72 to 81 months. The Slosson Intelligence Test was used to assess each child's intellectual potential, and the parent's ranking on the Warner Scale of Breadwinner's occupation provided a measure of socio-economic status.

For the invented spelling task, the children were asked to spell a list of 27 words containing nasal segments in various positions. Subjects who responded consistently on this spelling task were then interviewed individually to determine how they categorized nasality before a voiceless stop consonant. The phoneme segmentation task included four training triads and 42 items of one, two, or three segments. Phonological elision was measured by Rosner's (1975) 13-item Test of Auditory Analysis Skills. Reading performance was operationally defined as either the child's score on the word recognition task of the Wide Range Achievement Test or his score on the Gallistel-Ellis Test of Coding Skills.

The t test for significant difference between mean scores and the test for significant difference between correlated proportions were used to compare the child's representation of nasality before voiceless stop consonants with his representation of nasality in other contexts. A Pearson Product-Moment correlation technique was used to determine the strength of relationship among the three measures of phonological awareness and to determine how well each measure predicts reading performance. The step-wise multiple regression analysis was used to investigate how well phonological awareness predicts reading ability independent of intelligence, socio-economic status, chronological age, and sex.

Results and Conclusions

First grade children frequently omit representation of the nasal segment before voiceless stop consonants in their non-standard spellings. However, these same children do represent nasality before voiced stop consonants, in non-homorganic pairs, and in other letter positions (all p's < .01). In general, then, the results confirm earlier findings that the first grade child's invented spellings are not haphazard but reveal an abstract analysis of English phonology. Each child's invented spellings are highly predictable once his own, non-adult system of phonological relationships is understood.

The results show a strong positive correlation among all three measures of phonological awareness (p's < .01). The best single predictor of the first grade child's reading performance is phoneme segmentation ability, and, together, phoneme segmentation and invented spelling abilities provide the optimum prediction of success in learning to read (p's < .01). Phonological elision ability, intelligence, socio-economic status, chronological age, and sex do not make a significant contribution to the prediction of reading success (p<.01).

The study thus suggests that phonological awareness as measured by phoneme segmentation and invented spelling abilities may be an essential prerequisite to successful reading performance for the first grader. The results also demonstrate that exceptional intelligence or an exceptional environment is not necessarily responsible for this strong relationship between phonological awareness and reading ability, nor is this relationship directly dependent on chronological age or sex.

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